



# **Pennsylvania Child Protective Services Law: Module 4: Reporting and the Role of the Child Welfare Professional Transfer of Learning**

## **Instructor's Guide**

**Developed By:  
Robert Winesickle  
Wendy Unger  
Elizabeth Neail**

**Developed for:  
The Pennsylvania Child Welfare  
Resource Center  
University of Pittsburgh,  
School of Social Work**

**February 2015**

Copyright 2015, The University of Pittsburgh

This material is copyrighted by The University of Pittsburgh. It may be used freely for training and other educational purposes by public child welfare agencies and other not-for-profit child welfare agencies that properly attribute all material use to The University of Pittsburgh. No sale, use for training for fees or any other commercial use of this material in whole or in part is permitted without the express written permission of The Pennsylvania Child Welfare Resource Center of the School of Social Work at The University of Pittsburgh. Please contact the Resource Center at (717) 795-9048 for further information or permissions.

## Acknowledgements

The Pennsylvania Child Welfare Resource Center would like to thank the following people for their assistance in the creation of this curriculum:

Ashley Markle	Adams County
Sarah Finkey	Adams County
Jan Burek	Warren County
Stacie Horvath	Blair County
Raheemah Shamsid-Deen Hampton	OCYF Southeast Region
Brian Waugh	OCYF Northeast Region
Vicki Lenhart-Martin	OCYF Western Region
Lana Rees	Erie County
Michele Haydt	Monroe County
Angela Sager	AOPC
Elizabeth Grassmyer	OCYF
Patti Moyer	Schuylkill County
Lynn Carson	Dauphin County
Patricia Verdon	Dauphin County
Gabi Williams	OCYF Central Region
Cristina Cooper	ABA

**Agenda for Three-Hour Workshop on  
 Pennsylvania Child Protective Services Law: Module 4: Reporting and  
 the Role of the Child Welfare Professional Transfer of Learning**

**Day One**

<b>Estimated Time</b>	<b>Content</b>	<b>Page</b>
15 minutes	<b>Section I:</b> Welcome and Introduction	1
20 minutes	<b>Section II:</b> Learning Needs Identification	4
35 minutes	<b>Section III:</b> Who is a Mandated Reporter?	6
45 minutes	<b>Section IV:</b> Basis to Report	8
15 minutes	<b>Section V:</b> How to Report	13
50 minutes	<b>Section VI:</b> The Discussion	15

## **Section I: Welcome & Introductions**

**Estimated Length of Time: 15 minutes**

### **Corresponding Learning Objectives:**

- Formulate a plan to provide guidance to members of their community regarding requirements for reporting child abuse.

### **Section/Task Objectives:**

Upon completing this section, participants will be able to:

- Identify a practice model outcome and value associated with the reporting amendments to the Child Protective Services Law.

## Section I: Welcome & Introductions

	Instructor	Materials	Time	Trainer Notes
<b>Step 1</b> <ul style="list-style-type: none"> <li>Display Slide 1</li> </ul>	<b>Introduce Section</b>  <b>Say:</b> Hello, and welcome to Pennsylvania Child Protective Services Law: Reporting and the Role of the Child Welfare Professional Transfer of Learning.		1	
<b>Step 2</b> <ul style="list-style-type: none"> <li>Display Slide 2</li> <li>Display Slide 3</li> <li>Display Slide 4</li> </ul>	<b>Share Course Learning Objective</b>  <b>Say:</b> You are here because you attended <i>Child Protective Services Law: An Update for Child Welfare Professionals: Module 4: Reporting and the Role of the Child Welfare Professional</i> and wish to help bridge what you learned in that training to practice.  <b>Do:</b> Display slide 2  <b>Say:</b> You are also here because of a commitment to keep children in your community safe. This is a common focus across the Commonwealth and is shared in our Practice Model. For those unfamiliar with the Practice Model, it is our child welfare system's guide to interacting with your employer, coworkers, the families and children on your caseload, the agency's partners and stakeholders, and your community.  The Practice Model provides a basis for consistent decision-making, by establishing common values and desired outcomes, while recognizing the skills necessary to achieve results.  <b>Do:</b> Display slide 3  <b>Say:</b> As we consider reporting, there is one main outcome and one main value that are represented. Review the information on the slide.  <b>Do:</b> Display slide 4  <b>Say:</b> Here is our learning objective for this training. It can also be found in the Participant Guide on page 3. By the end of the training, you will have the opportunity to use your knowledge regarding the new reporting requirements to formulate an approach to provide guidance to members of your community regarding		2	

	<p>requirements for reporting child abuse. Many more individuals fall under the definition of a mandated reporter. Those who were not considered mandated reporters previously will likely have questions and need guidance surrounding their new roles.</p> <p><b>Ask:</b> Any questions before we get into the material?</p>			
<b>Step 3</b>	<p><b>Share Training Agenda</b></p> <p><b>Do:</b> Ask participants to turn to page 13 of their Participant Guide.</p> <p><b>Say:</b> Here is the agenda for today's session.</p>	Participant Guide: Page 13: Agenda	<b>2</b>	
<p><b>Step 4</b></p> <ul style="list-style-type: none"> <li>• Display Slide 5</li> </ul>	<p><b>Activity: Introductions</b></p> <p><b>Say:</b> Let's start with introductions.</p> <p><b>Do:</b> Introduce yourself.</p> <p><b>Say:</b> Introduce yourself, and give a bit of your background, experience, and a personal learning objective for this course.</p> <p><b>Do:</b> Ask participants to complete their name tents as portrayed on slide 5. When participants have finished asked them to introduce themselves, providing the information on their name tents.</p>	Name Tents	<b>10</b>	

## **Section II: Learning Needs Identification**

**Estimated Length of Time: 20 minutes**

### **Corresponding Learning Objectives:**

- Formulate a plan to provide guidance to members of their community regarding requirements for reporting child abuse.

### **Section/Task Objectives:**

Upon completing this section, participants will be able to:

- Identify learning needs.



## Section II: Learning Needs Identification

	Instructor	Materials	Time	Trainer Notes
Step 1	<p><b>Learning Objective Carousel</b></p> <p><b>Do:</b> Hang Poster 1 around the room.</p> <p><b>Say:</b> The posters list the learning objectives from <i>Child Protective Services Law: An Update for Child Welfare Professionals: Module 4: Reporting and the Role of the Child Welfare Professional</i>. On each poster is a continuum. Review each learning objective listed on the posters. Ask participants to circulate around the room with a marker and consider their ability to meet each learning objective. Participants should place a dot along the continuum in a place that best represents their perceived ability to accomplish the learning objective.</p>	<p>Participant Guide page 15: Online Course Learning Objectives</p> <p>Poster 1: Learning Objectives 1</p>	5	
Step 2	<p><b>Identify Strengths and Concerns</b></p> <p><b>Do:</b> Post a blank sheet of flip chart paper next to each poster.</p> <p><b>Say/Do:</b> Facilitation a discussion for each learning objective, identifying that which participants feel confident about and that which they are concerned about in relation to meeting each learning objective.</p> <p>When facilitating discussion surrounding allegations of abuse that happened in another state, it is important to separate concerns as either reporting related or investigation/assessment related. The focus in this training is on reporting. Tell participants that you will capture concerns related to investigation/assessment in the event they wish to participate in the <i>Assessment and Investigation TOL</i> course.</p> <p><b>Do:</b> Prioritize those points that are most critical to address with participants. Based on prioritization, complete corresponding sections three through five.</p>	<p>Poster 1: Module 4 Learning Objectives</p> <p>Flip chart</p> <p>Markers</p>	15	

## **Section III: Who is a Mandated Reporter?**

**Estimated Length of Time: 35 minutes**

### **Corresponding Learning Objectives:**

- Formulate a plan to provide guidance to members of their community regarding requirements for reporting child abuse.

### **Section/Task Objectives:**

Upon completing this section, participants will be able to:

- Develop a list of questions that will help determine if an individual is a mandated reporter.

## Section III: Who is a Mandated Reporter?

	Instructor	Materials	Time	Trainer Notes
Step 1	<p><b>How can I determine if someone might be a mandated reporter?</b></p> <p><b>Do:</b> Divide participants into groups of four. Give each group a flip chart paper.</p> <p>Ask participants to locate <i>Mandated Reporters</i> on pages 17 and 18 of the <i>Participant Guide</i>.</p> <p>Ask participants to individually review the definition of mandated reporter.</p> <p><b>Say:</b> In your small groups, examine the definition and identify key questions you can ask yourself to determine if someone is a mandated reporter. Document these questions on flip chart paper and hang when completed.</p> <p><b>Do:</b> Give participants 15 minutes to complete the activity on flip chart. Rotate around the room to answer questions or offer clarification as necessary. Several key questions should be related to:</p> <ul style="list-style-type: none"> <li>• Reasonable cause to suspect</li> <li>• Each enumerated category of individual</li> <li>• Direct contact with a child</li> <li>• Paid or unpaid</li> <li>• Individual managed or supervised by each enumerated category of individual</li> </ul>	Participant Guide: Pages 17 and 18: Mandated Reporters	20	
Step 2	<p><b>Activity: Debrief and Sharing</b></p> <p><b>Ask:</b> Request a volunteer group to review their questions.</p> <p><b>Do:</b> Give the larger group an opportunity to respond, provide feedback to or question each group's presentation.</p> <p>After each group has reviewed their questions, as a large group, determine which questions best assist in determining who is a mandated reporter. Participants should document the identified questions in the Participant Guide on <i>Key Questions to Determine Mandated Reporters</i> on page 19.</p> <p>Remind participants that they fall under (8) <i>An employee of a social services agency who has direct contact with children in the course of employment.</i></p>	Participant Guide: Page 19: Key Questions to Determine Mandated Reporters  Flip charts paper	15	

## **Section IV: Basis to Report**

**Estimated Length of Time: 45 minutes**

### **Corresponding Learning Objectives:**

- Formulate a plan to provide guidance to members of their community regarding requirements for reporting child abuse.

### **Section/Task Objectives:**

Upon completing this section, participants will be able to:

- Identify the components of the basis to report suspected child abuse that have remained the same, been added, and been removed.

## Section IV: Basis to report

	Instructor	Materials	Time	Trainer Notes
<b>Step 1</b>	<p><b>Introduce Section</b>  <b>Say:</b> Assuming reports are received after December 31, 2014, the basis to report suspected child abuse has changed. In this section we will consider the changes in the “basis to report.”</p>		<b>1</b>	
<b>Step 2</b>	<p><b>Activity: Changes to “basis to report” of reporting (think, pair, share)</b></p> <p><b>Say:</b> Using page 21, <i>Basis to Report: Comparison</i>, in the <i>Participant Guide</i> as a resource, individually answer the questions on page 22, <i>Basis to Report</i>, of the Participant Guide.</p> <p><b>Do:</b> Allow 10 minutes for individuals to complete this part of the activity.</p> <p><b>Say:</b> Now turn to a partner and share/compare your answers on <i>Participant Guide</i> page 22, <i>Basis to Report</i>.</p> <p><b>Do:</b> Allow 5 – 10 minutes for individuals to complete this part of the activity.</p> <p><b>Do:</b> Circulate, assist, and monitor to keep discussion productive and on track.</p>	<p>Participant Guide: Page 21: Basis to Report: Comparison</p> <p>Participant Guide: Page 22: Basis to report</p>	<b>24</b>	
<p><b>Step 3</b></p> <ul style="list-style-type: none"> <li>• Display Slides 6-9</li> </ul>	<p><b>Activity Debrief</b></p> <p><b>Ask:</b> What is a significant change that you identified for the basis to report suspected child abuse?</p> <p><u>Same</u></p> <ul style="list-style-type: none"> <li>• Shall report in accordance with section 6313 (relating to reporting procedure)</li> <li>• When the person has reasonable cause to suspect</li> <li>• The mandated reporter is responsible for the care, supervision, guidance or training of the child, or is affiliated with an agency, institution, organization</li> <li>• In the course of employment, occupation or practice of a profession, comes into contact with children... a child under the care, supervision, guidance or training of that person or of an agency, institution, organization or other entity with which that person is</li> </ul>		<b>10</b>	

	<p>affiliated is a victim of child abuse</p> <ul style="list-style-type: none"> <li>○ This remains, however it no longer qualifies all situations, rather it is a single situation</li> </ul> <p><u>New</u></p> <ul style="list-style-type: none"> <li>• 1(ii): Language now includes school, regularly established church or religious organization or other entity that is directly responsible for the care, supervision, guidance or training of the child.</li> <li>• 1(iii) A person makes a specific disclosure to the mandated reporter that an identifiable child is the victim of child abuse.</li> <li>• 1(iv) An individual 14 years of age or older makes a specific disclosure to the mandated reporter that the individual has committed child abuse.</li> <li>• (2) Nothing in this section shall require a child to come before the mandated reporter in order for the mandated reporter to make a report of suspected child abuse.</li> <li>• (3) Nothing in this section shall require the mandated reporter to identify the person responsible for the child abuse to make a report of suspected child abuse.</li> </ul> <p><u>Removed</u></p> <ul style="list-style-type: none"> <li>• Or cause a report to be made (must now personally make the report)</li> <li>• On the basis of medical, professional or other training and experience</li> <li>• Including child abuse by an individual who is not a perpetrator (<b>NOTE:</b> It is important to remind participants that despite what the removal of this phrase might imply, all references to the word “perpetrator” were removed from the definition of child abuse, therefore <i>anything</i> meeting the definition of child abuse <i>must</i> be reported).</li> <li>• Except with respect to confidential communications made to a member of the clergy which are protected under 42 Pa.C.S. § 5943 (relating to confidential communications to clergymen), and except with respect to confidential communications made to an attorney which are protected by 42 Pa.C.S. § 5916 (relating to confidential communications to attorney) or 5928 (relating to confidential communications</li> </ul>			
--	---	--	--	--

	<p>to attorney), the privileged communication between any professional person required to report and the patient or client of that person shall not apply to situations involving child abuse and shall not constitute grounds for failure to report as required by this chapter.</p> <p><b>Trainer Note:</b> Slides 6 through 9 are available to review from the online module if needed.</p> <p><b>Do:</b> Ask participants to offer case scenarios to which they can apply the new law. Facilitate discussion surrounding application of the new law to case scenarios.</p> <p>Ask participants to identify a situation in which they would be responsible to report as a mandated reporter.</p>			
<p><b>Step 4</b></p> <ul style="list-style-type: none"> <li>• Display Slides 10-15</li> </ul>	<p><b>Reporting Across State Lines</b></p> <p><b>Say:</b> Child Welfare Professionals in Pennsylvania have certain responsibilities when suspected abuse involves residents of Pennsylvania but occurs in another state.</p> <p><b>Do:</b> Review slides 10 through 15.</p> <p>Tell participants that page 23 of the <i>Participant Guide</i> offers a resource for participants to reference regarding requirement for allegations of child abuse that occur outside of Pennsylvania.</p> <p><b>Say:</b> It is still necessary to follow the process to determine whether or not it is a county or regional investigation.</p> <p><b>Trainer Note:</b> If participants want to discuss from the perspective of assessment and investigation, it is important to put that in the parking lot as the focus is on reporting.</p>	Participant Guide: Page 23: Assessments and Investigations That Cross State Lines	<b>5</b>	
<b>Step 5</b>	<p><b>Section Wrap-up</b></p> <p><b>Do:</b> Remind participants that, as they fall under the definition of mandated reporter, they are also responsible to report under the newly defined basis to report.</p> <p><b>Ask:</b> Are there any lingering questions or concerns related to the basis to report suspected child abuse?</p>		<b>5</b>	

<b>Instructions for the Trainer: Section 4, Step 2</b>	
<b>Type of Activity/ Purpose</b>	<p><b>“Think-Pair-Share”</b></p> <p>Think-Pair-Share is a discussion strategy. It incorporates reflection before sharing, and gives learners the opportunity to access knowledge, organize thoughts, and practice articulating their opinions and comments before sharing with a larger group.</p>
<b>Set-up and Alternatives</b>	<p>Set-up: Use a grouping strategy to form pairs. Direct participants to page 21 in the Participant Guide.</p> <p>Alternative: Think-Pair-Square Once the think-pair-share sequence is complete, instead of a whole-class debrief, ask pairs to join with another pair to form quads for further sharing and discussion.</p>
<b>Participant Tasks</b>	<p>Using page 21, <i>Basis to Report: Comparison</i>, in the <i>Participant Guide</i> as a resource, individually answer the questions on page 22, <i>Basis to Report</i>, of the Participant Guide.</p> <p>After completing the individual task, participants will partner and share thoughts.</p>
<b>Facilitation Tasks</b>	<p>Introduce the activity to participants with a brief explanation of the steps. Review directions on page 22 of Participant Guide. Refer back to page 21 of the Participant Guide (Basis to Report)</p> <p>Encourage quiet during the thinking portion of this activity. Suggest that participants may wish to jot down their thoughts.</p> <p>After five minutes, ask participants to pair off or use a grouping strategy to divide the participants.</p>
<b>Debrief</b>	<p><b>Ask:</b> What is a significant change that you identified for the basis to report suspected child abuse? Thank participants for sharing.</p>
<b>Additional Notes</b>	



## **Section V: How to Report**

**Estimated Length of Time: 15 minutes**

### **Corresponding Learning Objectives:**

- Formulate a plan to provide guidance to members of their community regarding requirements for reporting child abuse.

### **Section/Task Objectives:**

Upon completing this section, participants will be able to:

- State how to report child abuse.

## Section V: How to Report

	Instructor	Materials	Time	Trainer Notes
<b>Step 1</b> <ul style="list-style-type: none"> <li>Display Slides 16, 17, 18, and 19</li> </ul>	<b>Introduce Section</b> <p><b>Ask:</b> How does a mandated reporter make a report of suspected child abuse?</p> <p><b>Ask:</b> How does a permissive reporter make a report of suspected child abuse?</p> <p><b>Do:</b> Display slide 16 and review.</p> <p><b>Ask:</b> When must a mandated reporter make a report of suspected child abuse?</p> <p><b>Do:</b> Review slides 17 and 18. Emphasize that reports must be made “immediately to ChildLine.” Again remind participants that they are mandated reporters and must follow the same requirements when they suspect child abuse.</p> <p><b>Do:</b> Review slide 19 regarding reporting requirements when the CCYA directly receives a report of suspected child abuse from a community member.</p>		10	
<b>Step 2</b>	<b>Section Wrap-up</b> <p><b>Ask:</b> Are there any questions or concerns related to how to report suspected child abuse?</p>		5	

## **Section VI: The Discussion**

**Estimated Length of Time: 50 minutes**

### **Corresponding Learning Objectives:**

- Formulate a plan to provide guidance to members of their community regarding requirements for reporting child abuse.

### **Section/Task Objectives:**

Upon completing this section, participants will be able to:

- Formulate a plan to provide guidance to members of their community regarding requirements for reporting child abuse.

## Section VI: The Discussion

	Instructor	Materials	Time	Trainer Notes
Step 1	<p><b>Questions and Concerns</b></p> <p><b>Say:</b> At the beginning of the session we said by the end of the training, you will have the opportunity to use your knowledge regarding the new reporting requirements to formulate an approach to provide guidance to members of your community regarding requirements for reporting child abuse. Many more individuals fall under the definition of a mandated reporter. Those who were not considered mandated reporters previously will likely have questions and need guidance surrounding their new roles. We will now consider possible approaches to providing guidance to the community.</p> <p><b>Do:</b> Keeping participants in their table groups, assign half of the room “I know you are a mandated reporter” and the other half of the room “I’m not 100% sure you are a mandated reporter”.</p> <p>You may choose to assign specific roles to the “I know you are a mandated reporter” group, such as school employee, volunteer, etc.</p> <p><b>Say:</b> Locate page 27, <i>Questions &amp; Concerns</i>, of the <i>Participant Guide</i>. Based on your assigned role, answer each question.</p> <p><b>Ask:</b> Did anyone identify exclusion as a question or concern for either party in regards to reporting?</p> <p><b>Say:</b> It is important to remember that exclusions are not a factor at this point. Reporters should not determine whether to report based on their belief regarding any exclusion. Exclusions are only intended for consideration when determining disposition and only by the child welfare professional.</p>	Participant Guide Page 27: Questions & Concerns	20	
Step 2	<p><b>Resources</b></p> <p><b>Do:</b> Using page 28 in the <i>Participant Guide</i>, <i>Resources</i>, and slides 20 through 22, review potential resources for offering guidance to community members. When reviewing slide 20 regarding failure to report, highlight the fact that the legal penalties for a mandated reporter who willfully fails to make a report of suspected child abuse includes fines and/or incarceration. Also,</p> <ul style="list-style-type: none"> <li>• Display Slides 20-22</li> </ul>	Participant Guide Page 28: Resources	10	

	<p>when reviewing slide 22 regarding confidentiality, highlight the fact that the amendments no longer only include the department and county, but now each other individual and entity listed on the slide.</p> <p>After reviewing resources provided in the Participant Guide, ask participants to share additional resources and record them in the spaces provided.</p>			
<b>Step 3</b>	<p><b>The Discussion</b></p> <p><b>Do:</b> Ask participants to remain in their current groups from the “Concerns” activity and remain in their same role in relation to the community member that is in front of them. They should turn to page 29 of the <i>Participant Guide, The Discussion</i>, and complete.</p> <p>When they have finished, ask the groups to share the approach they have chosen and how they reached their decisions.</p> <p><b>Do:</b> If participants struggle with any of the concepts that you did not cover because they were not prioritized, you may say that “it seems we did not cover the material well enough, let’s take some time to consider that content.” Proceed to cover that content area as provided in previous section, as appropriate.</p>	Participant Guide Page 29: The Discussion	<b>15</b>	
<b>Step 4</b>	<p><b>Implementation Plan</b></p> <p><b>Do:</b> Ask participants to think about how they might transfer the information and conversations from today’s session to help with their open cases. They should turn to page 30 of the <i>Participant Guide, Implementation Plan</i>, and complete.</p>	Participant Guide Page 30: Implementation Plan	<b>5</b>	

**Trainer Note:** Please remember to fill out the Trainer Feedback form (either on paper or digitally) and return it to the Child Welfare Resource Center. This will ensure corrections to content and continued appropriate focus.

**Trainer Note:** If appropriate, please use the After Action Review form provided on the following pages to guide your discussion with participants. Responses will be recorded digitally.

**Trainer Resource:** After Action Review Form

**Note:** Please see *How to Guide*, page 13, for additional directions and/or examples.

**Question 1a:** What went well?

Process: (TOL structure and setup)

**Question 1b:** What went well?

Practice: (Application, individuals putting the new knowledge into practice)

**Question 1c:** What went well?

Implementation: (Systemic or organizationally)

**Question 2a:** What could we do differently? What didn't go well? What would you change?

Process: (TOL structure, setup, etc.)

**Question 2b:** What could we do differently? What would you change? What didn't go well?

Practice: (Application, individuals putting the new knowledge into practice)

**Question 2c:** What didn't go well?

Implementation: (Systemic or organizational)

**Question 3a:** What do you need to continue to implement or put this into practice?

Process: (TOL structure, setup, etc.)

**Question 3b:** What do you need to continue to implement or put into practice?

Practice: (Application, individual putting the new knowledge into practice)

**Question 3c:** What do you need to continue to implement or put into practice?  
Implementation: (Systemic or organizational)

**Question 4a:** Write in a question specific to topic or agency need (only if not captured above for information the county would like to capture).

Process: (TOL structure, setup, etc.)

*Your question:*

Practice: (Application, individuals putting the new knowledge into practice)

*Your question:*

Implementation: (Systemic or organizationally)

*Your question:*

## **References**

Commonwealth of Pennsylvania. *The Child Protective Services Law (23. Pa. C.S. Chapter 63)*.

University of Pittsburgh. (2014). Pennsylvania child protective services Law: Module 4: Reporting and the role of the child welfare professional. Mechanicsburg, PA: University of Pittsburgh School of Social Work, Pennsylvania Child Welfare Resource Center.